

## Teacher Report – 2009

|                  |              |                             |                    |  |                     |
|------------------|--------------|-----------------------------|--------------------|--|---------------------|
| <b>District:</b> |              |                             | <b>Student:</b>    |  |                     |
| <b>School:</b>   |              |                             | <b>State ID:</b>   |  | <b>District ID:</b> |
| <b>Grade:</b>    | <b>Tier:</b> | <b>Grade Level Cluster:</b> | <b>Birth Date:</b> |  |                     |

**Report Purpose:** This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at [www.wida.us](http://www.wida.us) for more detailed information.

### Student's level of English proficiency by language domains

| Language Domain                        | Scale Score<br>(Possible 100 - 600) | Confidence Band<br>See Interpretive Summary for definitions |     |     |     |     |     | Proficiency Level<br>(Possible 1.0 - 6.0) |
|--|-------------------------------------|---|-----|-----|-----|-----|-----|---|
|  |                                     | 100   | 200 | 300 | 400 | 500 | 600 |   |
| Listening                              |                                     |   |     |     |     |     |     |   |
| Speaking                               |                                     |   |     |     |     |     |     |   |
| Reading                                |                                     |   |     |     |     |     |     |   |
| Writing                                |                                     |   |     |     |     |     |     |   |
| Oral Language <sup>A</sup>             |                                     |   |     |     |     |     |     |   |
| Literacy <sup>B</sup>                  |                                     |   |     |     |     |     |     |   |
| Comprehension <sup>C</sup>             |                                     |   |     |     |     |     |     |   |
| Overall Score <sup>D</sup> (Composite) |                                     |   |     |     |     |     |     |   |

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

### Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students – Sections will appear blank

#### COMPREHENSION (Listening and Reading)

| English Language Proficiency Standards | # of Items Correct | Total # of Items |
|--|--------------------|------------------|
| Social & Instructional Language        |                    |                  |
| Language of Language Arts              |                    |                  |
| Language of Mathematics                |                    |                  |
| Language of Science                    |                    |                  |
| Language of Social Studies             |                    |                  |

#### SPEAKING TASKS

| English Language Proficiency Standards<br>Score based on # of tasks student met or exceeded | Raw Score <sup>E</sup> | Total # of Items |
|---|------------------------|------------------|
| Social & Instructional  |                        |                  |
| Language Arts/Social Studies  |                        |                  |
| Mathematics/Science   |                        |                  |

E - Raw score based on # of tasks for that standard or combination of standards

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

#### WRITING TASKS

| English Language Proficiency Standards<br>Scores based on writing rubric | Linguistic Complexity |                       | Vocabulary Usage  |                       | Language Control  |                       |
|--|-----------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|
|  | Student Raw Score     | Total Possible Points | Student Raw Score | Total Possible Points | Student Raw Score | Total Possible Points |
| Social & Instructional   |                       |                       |                   |                       |                   |                       |
| Mathematics  |                       |                       |                   |                       |                   |                       |
| Science  |                       |                       |                   |                       |                   |                       |
| Language Arts & Social Studies   |                       |                       |                   |                       |                   |                       |

#### Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test